Making Connections

Between a
Multi-Tiered System (MTSS) of Support
&
NCStar

https://bit.ly/MTSSNCSTAR

Alessandro Montanari
Angie Cloninger

Southeast Region
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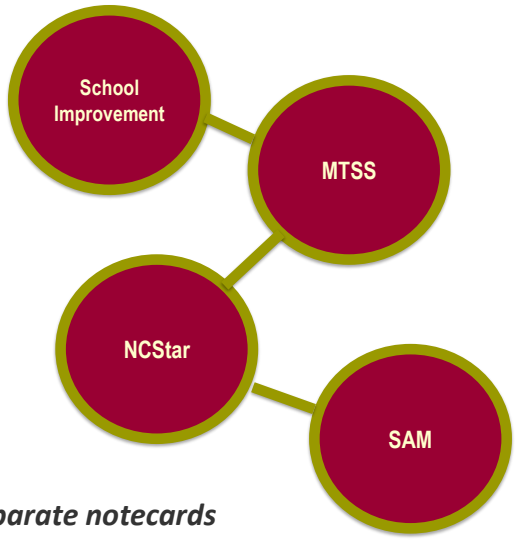
Session Objectives

1. Shift our thinking
   - School Improvement
   - MTSS
2. Examine Tools
   - NCStar
   - SAM
3. Make Connections

Define/Describe the Following:

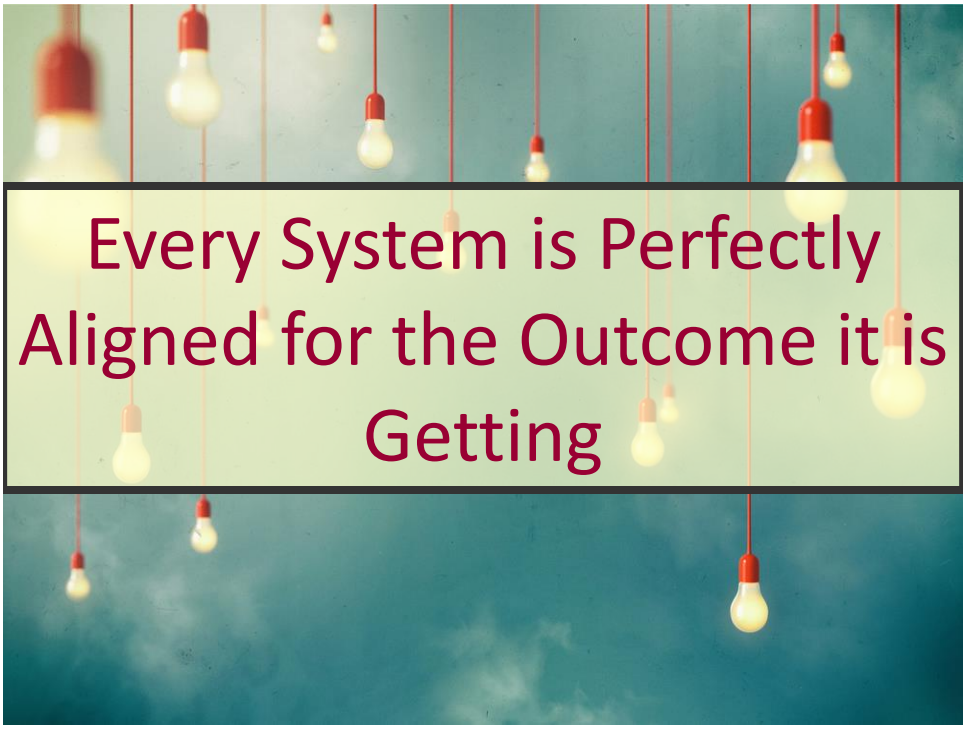


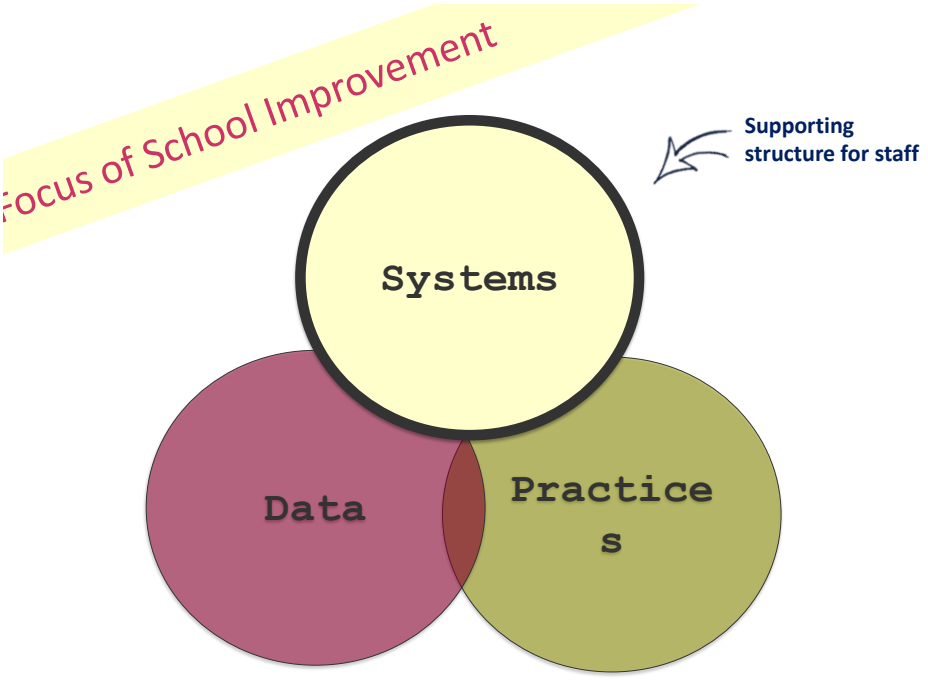
Use **4 separate notecards*

Why NCStar?

2016 Survey: How often does your school revise or edit your school improvement plan during a school year?

Most SIP Plans...


Every System is Perfectly Aligned for the Outcome it is Getting


Focus of School Improvement
Supporting structure for staff
Systems
Data
Practices

Utilizing a Multi-Tiered System of Support for total School Improvement

Rowing

Basketball

4 Corners

How does the school improvement planning experience feel at your school(s)?

Football

Relay Race

MTSS Definition

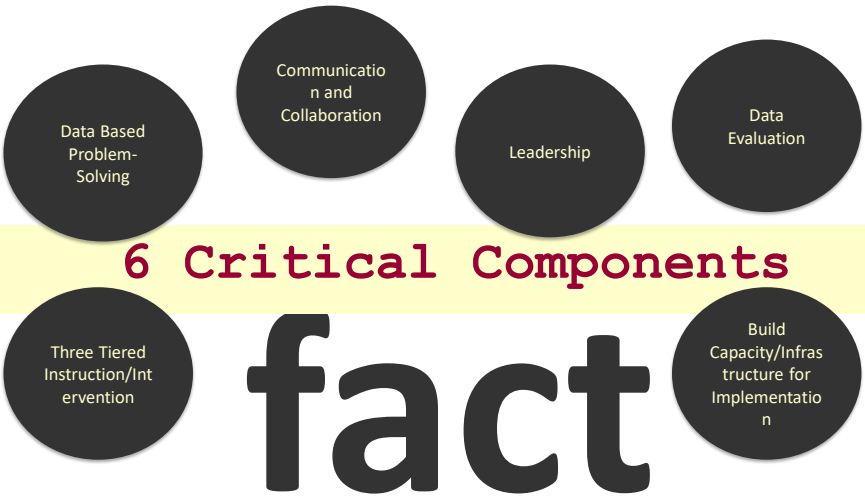
NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

School Improvement

A process for special education services

MYTH

MTSS is just for students who are struggling



6 Critical Components

fact

Organizing Support

Define

Let's say what we're going to do:

Core		Intervention	
☑	Instruction	☑	Instruction
☑	Curriculum	☑	Curriculum
☑	Environment	☑	Environment

Analyze

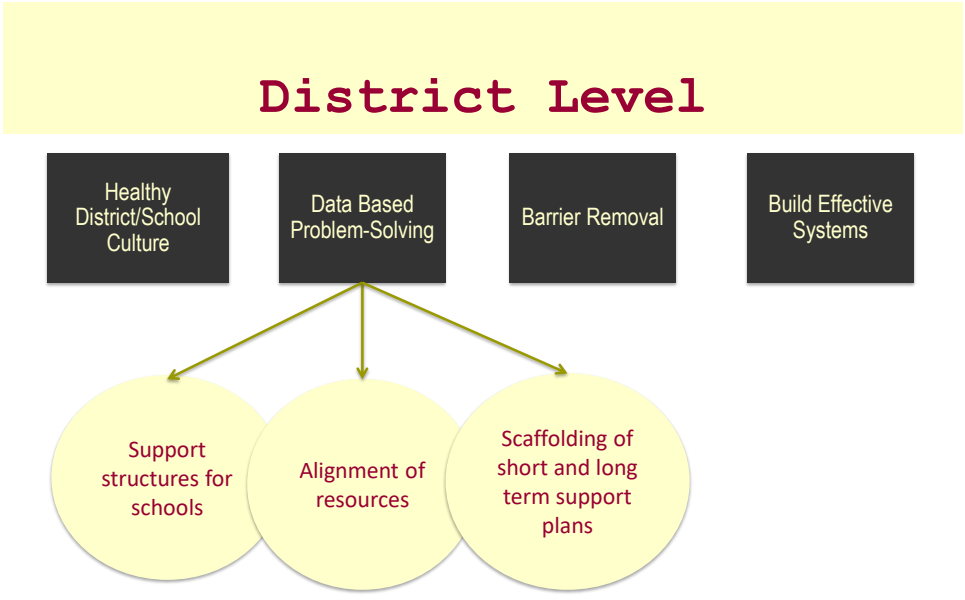
Did we do what we said we were going to do? What happened as a result?

Core		Intervention	
☑	Instruction	☑	Instruction
☑	Curriculum	☑	Curriculum
☑	Environment	☑	Environment

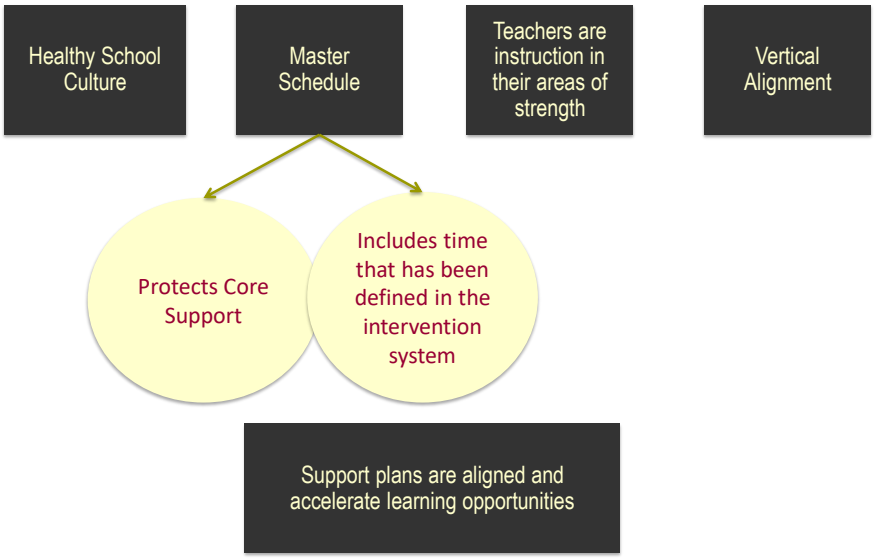
We can no longer intervene our way out of a faulty Core

Intervention	
☑	Instruction
☑	Curriculum
☑	Environment

What does MTSS mean for me? When will I know we are "doing MTSS"?



School Level



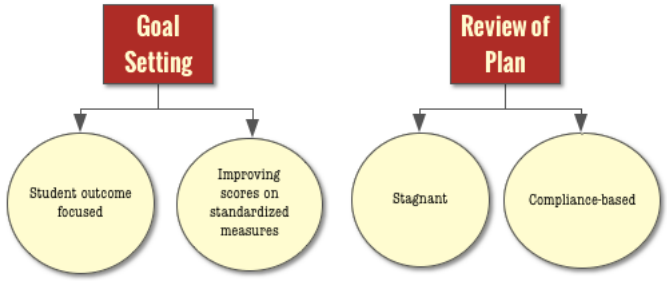
NCStar

web-based tool that guides district or school leadership teams in charting improvement and managing a continuous improvement process

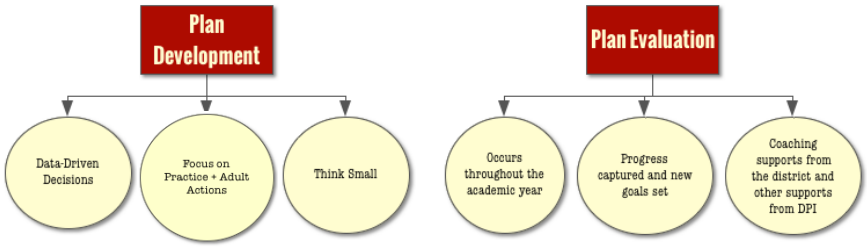
builds accountability as well as helps schools track their improvement plans

brings all stakeholders into the continuous improvement process by allowing "view only" capability and "real time" transparency of the school improvement process to all staff, district personnel, school board members, and parents

School Improvement of the PAST



School Improvement of the PRESENT



NCStar Usage

all state identified low-performing schools (505)

all federally identified priority (131) focus (135) schools

1,638 schools in 2017-2018

52 districts have district wide use

all low-performing schools receive comments from NCDPI

NCDPI's Framework for Action (2005-2014): Best Practices for Effective Schools

- Develop goals and priorities with an effective plan for implementation
- Use data to drive decisions
- Recruit, train, and retain high quality staff
- Implement quality PLCs
- Implement strategies for ensuring ALL students are learning
- Implement a strategic literacy plan
- Maintain student engagement and assist students with transitions
- Re-evaluate practices and procedures impact on learning
- Engage the community in partnerships to support high quality education for ALL students

How We Know It Worked

Of the 44 Original Low Performing High Schools identified by Judge Manning in 2004 only 5 remained Low Performing and all of them had increased their graduation rates even 10 years later
(based on the 2013-14 accountability data)

During Race To The Top, NCDPI worked on transforming the bottom 5% of elementary, middle, and high schools (118 schools). Of those, only 15 are still in the bottom 5% according to 2016-17 data.

Teaming: District Level

MTSS District Teaming

MTSS District Team:
Purpose: remove barriers for district implementation
Membership: District leaders (decision makers)

MTSS Leadership Team:
Purpose: drive implementation at the district and school level
Membership: Coordinator and skills needed for implementation

There is flexibility for these teams to be one in the same
Functions of both teams need to be met

LEA SUPPORT & IMPROVEMENT TEAM

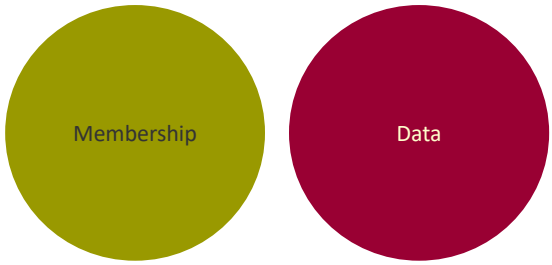
Purpose: coach schools on school improvement process by providing at least 2 coaching comments per month

Membership: District leaders (not elected)

District Data

Implementation Data	Outcome Data	Demographic Data
Self – Assessment of MTSS (SAM) NCStar Reports Other implementation data	Academic Behavior Attendance Dropout Graduation Staff Surveys	Enrollment Ethnicity Race Students with Disabilities LEP students AIG Economically Disadvantaged Homeless Foster Care Homebound Gender

District Team Connections



Team Functions

- Remove barriers for school improvement efforts
- Build and support MTSS efforts
- District improvement planning utilizing implementation, outcome data & demographic data
- Coach schools in problem-solving needs and building sustainable solutions

Teaming: School Level

Team Membership

MTSS School Teams:

School Leadership
Skill sets

NCStar School Improvement Team:

School Leadership
Elected staff members (G.S. 115C - 105.27)

School Team Meetings

MTSS School Teams:

1 time per month analyze implementation and outcome data

Build and install implementation plans that support allocation of resources for staff and student needs

Problem-solve implementation and outcome data

NCStar Meetings:

2 meetings per month recorded in the tool (with agendas + minutes)

1 meeting is the School Improvement Team

1 meeting is flexible in function (very common to see this as an MTSS team meeting)

Full Implementation - What is the Evidence?

- Open the folder on your table and read the Indicator and its corresponding WiseWays document
- Discuss and record examples of "Evidence" that School Improvement Teams may upload to the Document Upload section of NCStar for your given Indicator

TASKS = ACTION STEPS = STRATEGIES

Now that each group has a better understanding of the assigned indicator, create sample tasks that a school may include in their plan to reach full implementation. Mark in the indicator document if the task is applicable to elementary, middle, and/or high.

Self Assessment of MTSS (SAM)

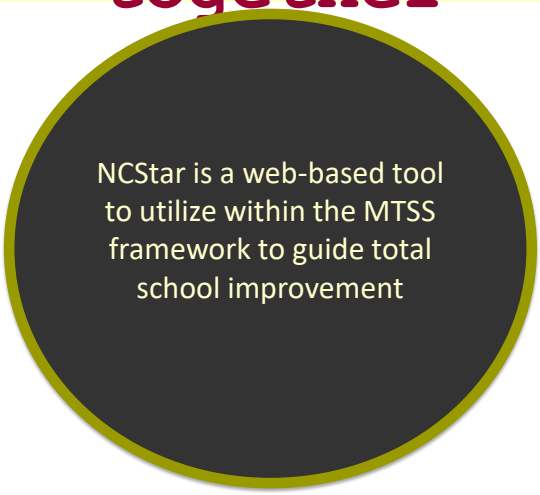
COMMUNICATION AND COLLABORATION

20: Educators actively engage families in MTSS	Staff do none of the following:	Staff do 1 of the following 4:	Staff do 2 of the following 4:	Staff do ALL of the following 4:
• Family attendance and active participation at problem-solving meetings evidenced through meeting minutes • Family attendance and active involvement during leadership or school improvement meetings evidenced through meeting minutes • Protocols for family engagement clearly communicated through handbooks, guides, expectations, etc. • Evidence of outreach using a variety of venues (i.e., websites, videos, mass phone messages, emails, handouts, parent nights, etc.) • Documentation of information provided to families regarding interventions, student response and progress on repeated assessments	1) actively engage families that represent the diverse population of the school, 2) engage families in problem solving when their children need additional supports, 3) provide intensive outreach to unresponsive families[17], 4) increase the skills of families to support their children's educations			

CONNECTIONS

- Review and discuss the corresponding SAM items for your NCStar indicator from the previous activity.
- Can you see how you can use one tool to inform the other?

Putting this all together



Exit Ticket

1. Take out your four note cards
2. Turn them over
3. On each one write down any ”ahas”, shifts in thinking, or something you learned today about:
   - School Improvement
   - MTSS
   - NCStar
   - SAM

QUESTIONS

Alessandro Montanari (NCStar):
Alessandro.Montanari@dpi.nc.gov

Angie Cloninger(MTSS):
angie.cloninger@dpi.nc.gov